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ABSTRACT

Enhancing ethnic relations among students of diverse ethnic backgrounds was the aim of this practicum. A specific goal was to aid students in developing positive communication skills needed to enable them to work in collaborative learning groups without feelings of ethnic inferiority or ethnic superiority. Students were taught the vocabulary necessary for learning about other ethnic groups. They identified the countries of their peers' heritages, and each student wrote essays about two of them. They were provided with 12 weeks of lessons, activities, and projects that were designed to increase their knowledge and build positive communication skills, thereby enhancing ethnic relations among them. Outcomes of the practicum were very positive. All five objectives were achieved and surpassed in most areas. There were additional successes, such as students sharing the knowledge gained about other ethnic groups with their peers, parents, and teachers. The data from this practicum indicated the following: (1) students increased vocabularies from learning about other cultures; (2) students were able to name the countries of origin of their peers; (3) students improved their communication skills; and (4) students played, worked, and related more positively with their peers. A number of tables appear throughout this report. Six appendices are included, as is a 21-item list of references. (Author/DB)

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ED329459

ENHANCING ETHNIC RELATIONS THROUGH TEACHING MULTICULTURAL EDUCATION IN THE SECONDARY SCHOOLS

by

Raymond Angry

Cluster #34

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A Practicum I Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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PRACTICUM APPROVAL SHEET

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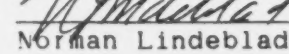
Verifier: 
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Date of Final Approval of Report

Dr. Georgianna Lowen

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Comparitive Grade Distribution of the Vocabulary Test

ABSTRACT

Enhancing Ethnic Relations Through Teaching Multicultural Education in the Secondary Schools. Angry, Raymond., 1990: Practicum I Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Multicultural Education/Multicultural Studies/Multicultural Curriculum/Cross Culture/Ethnicity/Cultural Awareness/Multi-ethnic Programs/Ethnic Relations/Ethnic Relations Enhancement/Parent Speakers/Community Leaders/Middle School/Teacher Observation

This practicum aimed to enhance ethnic relations among students of diverse ethnic backgrounds. A specific goal was to aid students in developing positive communication skills needed to enable them to work in collaborative learning groups without a feeling of ethnic inferiority or ethnic superiority.

Students were taught the vocabulary necessary for learning about other ethnic groups. They identified the countries of their peers' heritages, and each student wrote essays about two of them. They were provided with 12 weeks of lessons, activities, and projects that were designed to increase their knowledge and build positive communication skills, thereby enhancing ethnic relations among them.

Outcomes of this practicum were very positive. All five objectives were achieved and surpassed in most areas. There were additional successes, such as students sharing the knowledge gained about other ethnic groups with their peers, parents, and teachers. The data from this practicum indicated the following: (a) increased vocabulary for learning about other cultures, (b) students are able to name the countries of their peers, (c) students have improved their communication skills, and (d) students are playing, working, and relating more positively with their peers.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The writer's work setting is located in a large school district which encompasses a multicultural and multi-economic student body. As a result of political problems in countries like Panama, Honduras, Cuba, Guatamala, and Haiti, this school district has had to brace itself and open its door to many refugees who are unable to speak the English language. Families move into the area because of the employment opportunities. The community varies in economic backgrounds; there are low, middle, and high-income families.

The school is dealing with the problems of meeting the educational needs of its diverse cultures in the student body. One example of diversity is the Hispanic community. It shares the Spanish language but is very different in cultural backgrounds. Another example of diversity is Blacks from various places, such as Haiti, the Bahamas, the Virgin Islands, and Jamaica. An interesting diversity is American-born children whose parents are from a different country.

Writer's Work Setting and Role

The writer's school is a middle school that has divided

the student population into two 6th grade teams, four 7th grade teams, and four 8th grade teams. The school also has a well organized team-teaching program and has a management program with teachers as managers. There are (a) one principal, (b) three assistant principals, (c) three counselors, and (d) eighty classroom teachers, custodians, and cafeteria workers.

The writer's role at this middle school has several components. First, he is a team leader of 4 core teachers, 3 elective teachers, and 250 students. As team leader, he is responsible for implementing the team-teaching program and planning the strategies. He also provides a means of learning through interdisciplinary team-teaching, field trips, and counseling programs for students having difficulty. Furthermore, he plans conferences with students and their parents to work with any problems the pupils may have.

Secondly, the writer is a classroom social studies teacher. Teaching is his dream come true, a veteran for 18 years. He has developed an interest in multicultural education as a result of the diverse ethnic groups in the school and its district. He also has an interest in global awareness because he believes that the future of the world depends upon it.

The writer is involved in two committees. One is the School-Based Management Center Committee. It manages the

operations of the school. He is the representative of the faculty in the Center Core Committee. In this organization, teachers are empowered to make the decisions about the school's curriculum, budget, disciplinary actions, security, and several other areas that enable students to receive maximum education. He presents proposals that would enhance pupils' learning and social development.

Furthermore, the writer is the chairman of the Faculty Club, which assists teachers in professional and social development at the work setting. He acts as caretaker of faculty members who may be having a problem at work.

Finally, the writer is the United Teachers of Dade (UTD) building steward. He represents the faculty at UTD meetings and at the work place.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

A definite problem had risen. Ethnic relations needed to be enhanced among the student body. Because of a lack of knowledge of different ethnic cultures, pupils were having difficulty communicating in a positive manner. They were unable to work together as a team when given team-learning tasks. Since the students are from various ethnic groups, many of them were feeling alienated. As a result of the school not dealing with the ethnic differences, the problems were escalating and preventing effective learning. There were discipline problems: gang violence, fist fights, and class disruptions. Moreover, the pupils had a lack of knowledge about the different heritages of their fellow classmates, resulting in a narrow view about ethnicity and an ability to respect and appreciate the cultural differences. For students to meet goals in the future, they must have the ability to cooperate and communicate with the various ethnic groups. Multicultural education is a dire need if people from all backgrounds are going to get along with each other.

Problem Documentation

The writer had proved the problem is real. A needs

assessment by the Social Studies Department determined that the lack of multicultural education cripples the development of the middle school child. Without awareness of the various cultures, students miss out on the interesting and rewarding multi-ethnic interaction that can occur. In addition, the writer had observed the students and concluded from 18 years of teaching that pupils of minority ethnic groups often demonstrated low self-esteem more frequently. Also, students preferred working with their own ethnic peers when placed in collaborative learning groups. They used negative terms when referring to other ethnic groups, demonstrating poor knowledge about other cultures and low tolerance.

Another form of documentation, designed by the writer, was a survey (see Appendix A) which was administered to his 30 pupils. The majority of the responses given to the survey's 27 statements indicated that the ethnic relations among the pupils were poor. For the first statement concerning membership in a collaborative learning group, 16 out of the 30 pupils indicated that they would rather be with members of their own ethnic background. Many times students lack the skills to communicate with peers of various ethnic groups. For the fifth statement concerning troublemakers, 29 of the pupils answered that they are members of other ethnic groups, thus revealing ethnocentrism. A large number of students who are immigrants from the

Table 1

Ethnic Relations Among Students

	Statements	Yes	No
1.	When placed in collaborative learning groups, I would rather be with members of my ethnic group.	16	14
2.	I feel that this school would be a much better school if it had more students of my ethnic group.	7	23
3.	The better classes are those where 90% of the students are members of my own ethnic group.	10	20
4.	I would enjoy learning about my ethnic group, and my classmates should enjoy it too.	21	9
5.	Most of the troublemakers are members of other ethnic groups.	29	1
6.	I feel that the immigrants coming to America should not be allowed in because most of the time, they are lazy and unmotivated.	24	6
7.	People from my ethnic group are very kind and helpful to other ethnic groups most of the time.	26	4
8.	I like to work with students from other ethnic groups.	15	15
9.	When I select a seat, I like to sit beside students of other ethnic groups.	17	13
10.	I am afraid to be friends with students of other ethnic groups because they are more violent than students of my own ethnic group.	13	17
11.	I know very little about the cultures of students who are not members of my ethnic group.	21	9
12.	I know nothing at all about cultures of students who are not members of my ethnic group.	17	13
13.	I have difficulty relating to students from other ethnic groups.	9	21
14.	I learn best from teachers of my own ethnic group because they are better teachers.	25	5
15.	I would like to know more about the various ethnic groups in my school.	6	24
16.	The ethnic relations at this school are very poor.	23	7
17.	Most of the time, I feel alienated because of my ethnic background.	16	14
18.	This school does not teach students how to improve ethnic relations.	22	8
19.	My teachers favor ethnic groups other than mine.	3	27
20.	My school should have a course that would teach students about other ethnic groups and their cultures so there can be understanding of each other.	23	7
21.	Some ethnic groups carry an odor and are inferior to my ethnic group.	8	22
22.	Most Hispanics are violent and have taken the good jobs from the real Americans.	17	13
23.	Most white students are prejudiced against black students at my school.	17	13
24.	Most black students are prejudiced against white students at my school.	9	21
25.	I feel that other ethnic groups think that they are better than my ethnic group.	19	11
26.	Most blacks are poor and unmotivated.	5	25
27.	Some ethnic groups act very foolish and disruptive; my ethnic group does not.	3	27

Carribean Islands, South America, and Central America; many other pupils attributed the soaring crime rate to these newcomers. The sixth statement wanted a response from the students about incoming immigrants. Out of the 30 pupils responding to the statement, 24 answered that the immigrants should not be allowed into the U.S. because for the most part, they are lazy and unmotivated. For the ninth statement concerning seat selection in the classroom, 17 responded that they would rather sit beside members of their own ethnic group. In response to the eleventh statement, 21 students answered that they know very little about cultures of peers of other ethnic groups. In the seventeenth statement about feeling alienated because of their own ethnic backgrounds. 16 of the 30 pupils answered "yes."

Yet another documentation of the lack of multicultural education was the local newspaper which had printed articles that called for the schools in the writer's county to teach multicultural education to meet the needs of the large influx of immigrants from the Carribean Islands, South America, and Central America. The community had experienced ethnic problems that divided the various ethnic groups, and the children were having to deal with these problems which are brought on by adults and law enforcement officers.

Causative Analysis

The writer saw several causes of poor ethnic relations. One cause was a lack of knowledge about other ethnic groups and their characteristics. When students are growing up with cultural diversity, it is essential that they learn about other ethnic groups. This gives the children a better understanding of contributions they have made to history and society in general. The pupils then learn to appreciate the characteristics of other ethnic groups and become more tolerant of differences.

Secondly, this community has and is experiencing racial problems between the various ethnic groups--politically, economically, and socially. There have been racial riots, confrontations with police, and disagreement among political leaders in the community. Again, the children are victims of these ethnic problems. As a result of the occurrences in the community, the poor ethnic relations had further filtered into the middle school.

Another cause of poor ethnic relations was stereotyping. Because pupils had very little knowledge of other ethnic groups, they were using stereotypes to handle ethnic diversity, thus causing student alienation. Stereotypic attitudes are expressed in many of the pupils' homes and flowed into the schools. Also, feelings of superiority to other ethnic groups is a cause that is passed through family generations.

Relationship of the Problem to the Literature

Other professionals have written about the ethnic problem. To begin with, DeCosta (1982) has written that because of inadequate training, overcrowded classrooms, and the daily demands on the job, teachers have come to see the class as a homogeneous group, assuming similarity in all children's social, economic, and ethnic backgrounds. She has pointed out that teachers contribute to ethnic problems by handling students as if they have identical characteristics. There is a need for teachers to be trained in designing instructions that meet the needs of the multi-ethnic student body.

The Community Board Program (1989) in San Francisco composed three examples which calls for multicultural education. One involves Lin-Ngu and Robert pushing each other in the cafeteria line because Robert teased Lin-Ngu and his friends about the way they speak. Another example was that Mohammed would not let Tracy join his game of dodgeball because "rough sports are only for boys," a family belief he grew up with. Thirdly, a high school teacher asked Nguyen, a recent Asian immigrant, to turn in his homework. To show his respect, Nguyen turned away his eyes. However, the teacher thought Nguyen was being rude and sent him to the counselor.

These examples of conflicts which occur daily in schools throughout the country illustrate how different

> cultural backgrounds mean two people can reach opposite conclusions in the same situation. If we were all alike, communicating our thoughts, ideas, and feelings would cause little conflict. Since we're not, people need skills that equip them to live in a multicultural, multilingual society. These skills are especially needed in schools, where differences in values, languages, social class, gender, and sexual orientation frequently lead to misunderstanding, intergroup conflicts, and violence. (Community Board Program, 1989, p. 3)

Payne (1982) found that ethnic discrimination in American education has had a devastating effect on generations of people. This cannot be resolved simply by bussing or providing "equal opportunity." He has identified several cases that have contributed to the growth of ethnic discrimination. He pointed out that the law had a share in the prejudices in schools by legalizing school segregation. To expand on that finding, Payne discussed several Supreme Court cases that supported segregation of schools: Plessy v. Ferguson (1896), Cumming v. Richmond County Board of Education (1899), Berea College v. Kentucky (1908), and Gong Lum v. Rice (1927). Thus, students developed the idea that if the segregation of ethnic groups is lawful, then they should not be bothered with interacting with peers from other cultures.

Berg-Eldering, de Rijcke, and Zuck (1983) have presented the following:

> When a teacher does not know anything of the values and vulnerabilities of minority groups, he risks hurting children. Therefore, he should avoid creating conflicts. For instance, in homeeconomics [sic], he will not teach the cooking of an English breakfast to moslim [sic] children who are not allowed to touch pork. He will try to remove racial bias in textbooks. If he has the courage to do so, he will interfere when majority children are insulting children from minority groups. He will try to create an atmosphere that is not threatening for the children. Therefore, the teacher needs knowledge about the values and vulnerabilities of children from minority groups. This knowledge may improve his teaching. The children will feel themselves protected in the classroom and this protection is necessary. (p. 90)

Cole (1982) has written that curriculum specialists are becoming increasingly aware of the need to promote learning, thus enabling diverse populations to live in harmony. She felt that there is a movement toward pluralism. Multicultural education is definitely needed for pluralism to be successful. Also, the world is being made small through the mass transportation and technological advances. Cole has mentioned that global awareness must be

implemented.

Banks (1981) has written that:

> Multicultural education is an idea stating that all students, regardless of the groups to which they belong, such as those related to gender, ethnicity, race, culture, social class, religion, or exceptionality, should experience educational equality in the schools....Multicultural education is also a reform movement designed to bring about a transformation of the school so that students from both genders and from diverse cultural and ethnic groups will have an equal chance to experience school success. A major goal of multicultural education is to help students to develop the knowledge, attitudes, and skills needed to function within their own microcultures, the U.S. macroculture, other microcultures, and within the global community. (p. 23)

LeSourd (1988) has written about appreciating and understanding different cultural groups. She pointed out that stories can be a vital tool in revealing and arranging details concerning different ethnic groups. Students can be told scenarios that would help them to understand the negativity certain ethnic groups confront. In addition, role play can also enhance ethnic relations among the pupils.

Knight (1988) has written of Cambodian pupils teaching American students their way of life through drawings. The venture became a project with presentations of Cambodian and American cultural shows, thus giving both groups of students an opportunity to present their culture and learn from the other group.

Davies (1986) has written about middle school students learning and understanding cultural differences. She has pointed out that pupils extended the class activities into a day of presenting the different ethnic groups and their heritages. They dressed in native apparel and shared ethnic foods and games created by their people. These and other activities would build positive ethnic interactions.

Ramsey (1987) has written eight "broad goals of teaching from a multicultural perspective..." (p. 3). The first one is "to help [students] develop positive gender, racial, cultural, class, and individual identities and to recognize and accept their membership in many different groups" (p. 3). Another goal involves enabling students "to see themselves as part of the larger society; to identify, empathize, and relate with individuals from other groups" (p. 3). Thirdly, "foster respect and appreciation for the diverse ways in which other people live" (p. 3). Fourth, "encourage in [students'] social relationships an openness and interest in others, a willingness to include others, and a desire to cooperate" (p. 4). The fifth goal is "to

promote the development of a realistic awareness of contemporary society, a sense of social responsibility, and an active concern that extend beyond one's immediate family or group" (p. 4). Another one is "to empower [students] to become autonomous and critical analysts and activists in their social environment" (p. 4). The seventh goal involves supporting "the development of educational and social skills that are needed for [students] to become full participants in the larger society in ways that are most appropriate to individual styles, cultural orientations, and linguistic backgrounds" (p. 4). The last one is "to promote effective and reciprocal relationships between schools and families" (p. 5). Ramsey went on to write: "Obviously, these goals can have no direct effect on the larger social and economic problems that exacerbate and, in some cases, create intergroup tensions. However, they can influence the ways that new generations interpret and participate in social relationships" (p. 5).

Schwarzwald (1985) has written about an increased acceptance of other ethnic groups through acquaintance or integration. It is important that teachers implement activities that are geared to acquaintances among multi-ethnic students.

Finally, Hunter (1979) has written that since cultural pluralism exists in America, there should be an awareness of the diversity. "Multicultural education recognizes that the

maintenance of cultural diversity is crucial not only to a particular group's survival, but to the basic tenets that support the democratic ideal" (p. 35). He also wrote that:

> Multicultural education values differences and fosters the development of an appreciation for these differences. It further recognizes similarities that exist among and between individuals and groups. It is the prime responsibility of education to internalize those attitudes and behaviors that are crucial to the elimination of unequal treatment based on physical appearance, behavior, and lifestyles. It is not enough to understand cultural differences that may be involved. What is required is the positive endorsement of such differences. Multicultural education provides such leverage by recognizing the plurality of the ethnic and cultural backgrounds of individuals, accepting such plurality, and building upon it, thus enriching the total society. (Hunter, 1979, p. 35)

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The writer has strived for very positive outcomes. His goals and expectations included ethnic relations being enhanced among the middle school students in order to produce well-rounded pupils. This has helped them to: develop skills needed to enable them to work in collaborative learning groups free-spiritedly. Students have developed increased understanding and knowledge about the diverse heritages of their peers.

Objectives

The writer had specific objectives in mind for his students. One was that they will be able to identify the basic terms used in studying about cultures of different ethnic groups. Another was that they will be able to name the countries of their peers' heritages and write an essay about two of them. The third objective involved them improving their communication skills and analyzing their methods of communication with other ethnic groups. A fourth objective was that they will be able to choose to sit by classmates of other ethnic groups. The last objective was that they will be able to work naturally in an ethnic mixture.

Table 2

Measurement of Objectives

The End Result	Evaluation Tool	Standard of Achievement
Students will identify vocabulary necessary for learning about other cultures.	A multiple-choice test will be developed by the teacher (see Appendix B).	In group standard of performance, 20 of 30 students will be expected to achieve 80% accuracy.
Students will name countries of their peers' heritages and write an essay about 2 of them.	An essay will be assigned and graded by the teacher (see Appendix C).	Performance of "C" or better will be expected from 20 of the 30 students.
Students will improve their communication skills and analyze their methods of communication with other ethnic groups.	A survey will be administered (see Appendix D).	An achievement of 80% positive answers will be expected from 20 of the 30 students.
Students will select a seat beside classmates of other ethnic groups.	The teacher will observe the students for 3 weeks (see Appendix E).	It will be expected that 20 of the 30 students will select a seat beside classmates of other ethnic groups.
Students will choose to work freely with an ethnic mixture.	The teacher will observe the students for 3 weeks (see Appendix F).	It will be expected that 20 of the 30 students will freely select an ethnic mixture when participating in group projects.

Measurement of Objectives

The tool for measuring the first objective concerning basic cultural terms was a multiple-choice test (designed by the writer). Each pupil was expected to perform with 80% accuracy on the test. In group standard of performance, 20 of the 30 students were expected to achieve 80% accuracy. The evaluation instrument for the second objective about different countries was an essay (designed by the writer). A performance of "C" or better was expected from 20 of the 30 pupils. The measurement for the third objective concerning communication was a survey (designed by the writer). An achievement of 80% positive answers was expected from 20 of the students. The evaluation for the fourth objective on seat selection was teacher observation (designed by the writer). Out of the 30 pupils, 20 were expected to choose to sit by classmates of other ethnic groups. The evaluation tool for measuring the last objective concerning working freely with classmates of different cultures was also teacher observation (designed by the writer). Again, 20 students were expected to achieve the objective.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Multicultural education was not being taught to the students in this multi-ethnic school. They could no longer be put in homogeneous groups. There was a need for instructional curricula that included multicultural activities designed to give students an awareness of the different ethnic groups and their distinct characteristics.

The writer had a few possible solutions gleaned from the literature. Baptiste (1979) pointed out that education should use activities involving multicultural studies that teach pupils about cultural diversity and cultural pluralism.

> The growth and stability of multicultural education, conceptually and operationally, depends primarily on the resolution of problems connected with (a) arriving at a suitable nomenclature, (b) establishing a viable organizational pattern and acquiring legitimation, (c) resolving the questions of who will teach multicultural education and how it will be taught, (d) developing suitable materials, and (e) determining its relevance to the school and financial support. (Baptiste, 1979, p. 25)

Bennett (1986) stated that it is important for pupils

to develop a world view which will enhance ethnic relations among the students. He also pointed out that differences in modes of communication, participation, and world views enter the classroom when pupils and teachers represent different ethnic groups and/or different nationalities. Equalizing the learning opportunities for students becomes more difficult to achieve when everyone has alternative world views. Bennett has identified learning styles as a way of placing students in multi-ethnic collaborative learning groups.

> Students of diverse ethnic and cultural backgrounds are in need of curriculum that would enhance positive ethnic relations. In America's past, the Macro culture has expected the other cultures to go through the process of cultural assimilation. This has, in the long run, caused low self-esteem in many students. Cultural assimilation is a process in which persons of diverse ethnic ... backgrouond come to interact, free of constraints, in the life of the larger community. It is a one-way process through which members of an ethnic group give up their original culture and are absorbed into the core culture, which predominate in the host society. (Bennett, 1986, p. 36)

Brislin and Pedersen (1976) have written about a cross-cultural orientation and role-playing exercise that involved participants rehearsing the role of another person or

playing their own role in specific interaction. Role-playing allows the pupils to simulate the experience they will have in another culture and to experience themselves as products of that culture.

The writer had probable solutions of his own. First of all, teaching his students about cultural heritage and the history of cultural diversity in the United States had provided them with a background for understanding the ethnic problems which had contributed to poor ethnic relations. They were also taught about various cultures in the world, their histories, their way of life, and their characteristics. Furthermore, they were provided with a global perspective of cultural and ethnic dependence. Finally, they were taught geography skills that enabled them to locate the geographic origins of their classmates.

Description of Selected Solutions

The writer tried different learning styles (Bennett, 1986), new teaching methods, and cultural learning activities and games. He thought it would work because the appreciation of other ethnic groups develops once the students learn about them, the problems they had encountered, and contributions they had made.

The writer took several steps. First of all, he developed various instructional techniques, strategies, and designs that enabled the pupils to gain maximum learning.

Secondly, he administered pretests to measure his students' knowledge. Another step was developing daily lesson plans and activities that enabled them to gain knowledge about other ethnic groups. Moreover, he invited guest speakers to speak on the subjects of multicultural education and ethnic relations.

Report of Action Taken

The goal of this practicum was to build or enhance the poor ethnic relations of the middle school pupils at the writer's workplace. He saw a need for those young people of diverse ethnic groups to get along better. The poor relations was the underlying cause of several problems in school, such as fights and class disruptions.

To activate this practicum, the writer had taken several actions. The first one taken was a meeting with the principal and the administration of his middle school to gain their approval for implementation and to provide an in-depth discussion of his proposal (each administrator was given a copy of the proposal). In addition, he gained ideas from the principal and his administration about visible improvement of ethnic relations among students. Active administrative involvement in the activities of this practicum was also achieved. Upon completion of the meeting, approval was granted as well as permission to purchase up to $100.00 in materials for the proposal. The

second action taken was a meeting with the middle school's faculty to inform them of the implementation of the practicum. Thirdly, a meeting with the Social Studies Department was held to inform the calendar plan teacher of lessons and activities. At that time, an invitation was made to any teacher who wanted to be actively involved in the fulfillment of the proposal. The fourth action taken was a meeting with the media specialist of the school; films, video tapes, and filmstrips were ordered. Another action involved the contact of community agencies that offered guest speakers for the topic of ethnicity. The writer's public school district, the Multicultural Studies Department, the Anti-Defamation League, the Metropolitan Police Department, and several parent groups were encouraged to send guest speakers to talk to the students. Finally, the writer developed three months of collaborative learning lessons and activities for his pupils.

To begin with, they identified and learned about ethnic groups and their characteristics. They learned the basic facts about cultural geography and located various countries and identified the ethnic groups found in those places.

The students identified the factors that contribute to feelings of superiority and the effect those feelings have on others.

Cultural assimilation v. cultural pluralism was also identified by the writer's pupils. They role-played

cultural assimilation and evaluated its effect on other students.

Furthermore, the pupils were placed in collaborative learning groups and discussed positive ways of communicating with other ethnic groups. In this activity, they identified the ethnic groups found in the United States and learned about famous Americans from those ethnic backgrounds. Then, they were given the task of developing a five-step plan that would build positive communication among their peers of diverse backgrounds.

The students identified the effect that poor ethnic relations had on the American Indian, Black American, Jewish American, Hispanic American, Asian American, and Italian American. They learned how to recognize prejudice and developed strategies to reduce negative communication among their peers.

A project that promoted multi-ethnic groups working together was developed by the pupils. They invited parents, teachers, and community leaders to share in a program on ethnicity. Classes were invited to the school's auditorium to hear the selected guest speakers talk about their heritages and family traditions. For example, one speaker, Ms. Samantha Knowles, spoke of her pride in being a Bahamian. She also talked about her English dialect, religion, customs, and island festivals. Some of the guest speakers spoke of experiences that were similar to many in

the audience, thus providing their peers with testimonials of characteristics belonging to every individual's ethnic group. This was all just another activity that helped build their knowledge of different cultures and allowed them to see the value in ethnic diversity.

The students learned about the religions of various ethnic groups and what effect those religions have on their ways of life through group library assignments.

Ethnic groups that explored the New World were identified by the writer's pupils. They also studied the role the explorers played in developing North America. Additionally, they identified the problems that many ethnic groups are encountering in the United States today.

The students learned about the geography of Europe, its ethnic groups, and various characteristics of their cultures and ways of life.

The pupils also learned about the geography and ethnic groups of the Middle East and analyzed the problems the groups encounter. They did library research on Arabic and Iraqi religions, customs, language, and ways of life. In addition, they each wrote an essay comparing the Middle Eastern way of life to the American way of life. They were very interested in the contrasting roles of the Middle Eastern and American women.

In collaborative learning groups, the students identified and listed ten ways ethnic groups are dependent

upon one another.

The pupils wrote reports on the oppression that various ethnic groups have encountered because of prejudice.

Moreover, the writer's students were divided into collaborative learning groups of five and required to develop projects that would include the entire school body. Group 1 made daily public announcements about famous people's ethnic backgrounds and the contributions they have made to America. Group 2 designed the bulletin boards in the cafeteria with a multicultural theme. Group 3 sponsored a 7th grade poster contest. The theme was "Ethnic Groups in Dade County." Each winner received an award and their posters were placed in the principal's office. Group 4 sponsored an essay contest opened to any pupil who wanted to participate. The winning essay was mailed to the local newspaper.

As a result of all these activities, the writer's students developed projects among themselves and shared them with the school body. These pupils have had a positive effect on the ethnic relations in the multi-ethnic middle school. Getting them to share their projects was the key to opening their thinking chambers, thereby creating an interest that made them understand their peers and appreciate the diversity.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

To summarize, the problem at the writer's workplace was poor ethnic relations among the middle school students. Because of a lack of knowledge of diverse ethnic cultures, pupils were unable to respect and appreciate the cultural differences. Additionally, gang violence, fist fights, and class disruptions had evolved. The writer's solution strategy involved implementing his objectives which were concerned with teaching his students about the different ethnic cultures. They were placed in collaborative learning groups and required to complete 3 months (12 weeks) of activities that increased their knowledge about other ethnic groups. To include the entire school body in the knowledge and appreciation of the various ethnicities, he instructed his pupils to develop several group projects that involved the school's attention or participation.

The results of the writer's practicum were very positive. He administered to his 30 students an ethnic relations survey with 27 statements of mostly negative attitudes toward people of other ethnic groups. In the first administration of the survey, 51% of the pupils agreed with the mainly negative statements while 49% disagreed with them. At the end of the 3-month (12-week) implementation of

Table 3

Comparitive Results of the Ethnic Relations Survey

Statements	Pretest Yes	Pretest No	Posttest Yes	Posttest No
1. When placed in collaborative learning groups, I would rather be with members of my ethnic group.	16	14	12	18
2. I feel that this school would be a much better school if it had more students of my ethnic group.	7	23	5	25
3. The better classes are those where 90% of the students are members of my own ethnic group.	10	20	4	26
4. I would enjoy learning about my ethnic group, and my classmates should enjoy it too.	21	9	18	12
5. Most of the troublemakers are members of other ethnic groups.	29	1	9	21
6. I feel that the immigrants coming to America should not be allowed in because most of the time, they are lazy and unmotivated.	24	6	11	19
7. People from my ethnic group are very kind and helpful to other ethnic groups most of the time.	26	4	16	14
8. I like to work with students from other ethnic groups.	15	15	28	2
9. When I select a seat, I like to sit beside students of other ethnic groups.	17	13	27	3
10. I am afraid to be friends with students of other ethnic groups because they are more violent than students of my own ethnic group.	13	17	4	26
11. I know very little about the cultures of students who are not members of my ethnic group.	21	9	3	27
12. I know nothing at all about cultures of students who are not members of my ethnic group.	17	13	7	23
13. I have difficulty relating to students from other ethnic groups.	9	21	8	22
14. I learn best from teachers of my own ethnic group because they are better teachers.	25	5	4	26
15. I would like to know more about the various ethnic groups in my school.	6	24	29	1
16. The ethnic relations at this school are very poor.	23	7	16	14
17. Most of the time, I feel alienated because of my ethnic background.	16	14	11	19
18. This school does not teach students how to improve ethnic relations.	22	8	4	26
19. My teachers favor ethnic groups other than mine.	3	27	2	28
20. My school should have a course that would teach students about other ethnic groups and their cultures so there can be understanding of each other.	23	7	4	26
21. Some ethnic groups carry an odor and are inferior to my ethnic group.	8	22	2	28
22. Most Hispanics are violent and have taken the good jobs from the real Americans.	17	13	6	24
23. Most white students are prejudiced against black students at my school.	17	13	12	18
24. Most black students are prejudiced against white students at my school.	9	21	14	16
25. I feel that other ethnic groups think that they are better than my ethnic group.	19	11	13	17
26. Most blacks are poor and unmotivated.	5	25	3	27
27. Some ethnic groups act very foolish and disruptive; my ethnic group does not.	3	27	12	18
Totals	51%	49%	35%	65%

lessons and activities geared toward the enhancement of ethnic relations, the survey was again administered to the students. This time, only 35% agreed with the mostly negative statements while 65% did not.

At the beginning of the first week of implementation, the writer tested his pupils on the first objective which was the identification of 15 vocabulary terms necessary for learning about other cultures. The grading scale used was the following: 90-100=A, 80-89=B, 70-79=C, 60-69=D, and 0-59=F. On the pretest, the 30 students achieved a mean score of 54% correct, which is an average grade of "F." At the end of that first week of implementation, a posttest was given. The mean score increased to 87% correct, which is an average grade of "B." Thus, the expected 80% accuracy of at least 20 of the 30 pupils have been achieved. A distribution of the grades showed an increase to positive results. In the pretest, none of the students received an "A." In the posttest, there were 13 "A's."

Another test for the writer's pupils was the second objective concerning the ability to write an essay on two countries of their peers' heritages. The essays were scored on a performance scale and a points system: four points for "excellent," three points for "good," two points for "fair," and one point for "poor." The pupils were scored according to their performance in eight different areas of essay writing. At the end of the first week of implementation,

Table 4

Comparitive Results of the Vocabulary Test

(First Week of Implementation)

(15-Item Test)

90-100=A
80-89 =B
70-79 =C
60-69 =D
0-59 =F

	Pretest				Posttest		
Pupil	%	#Correct	Grade	Pupil	%	#Correct	Grade
1	80	12	B	1	100	15	A
2	73	11	C	2	100	15	A
3	73	11	C	3	100	15	A
4	73	11	C	4	100	15	A
5	73	11	C	5	100	15	A
6	67	10	D	6	100	15	A
7	67	10	D	7	100	15	A
8	67	10	D	8	100	15	A
9	67	10	D	9	93	14	A
10	67	10	D	10	93	14	A
11	60	9	D	11	93	14	A
12	60	9	D	12	93	14	A
13	60	9	D	13	93	14	A
14	60	9	D	14	86	13	B
15	53	8	F	15	86	13	B
16	53	8	F	16	86	13	B
17	53	8	F	17	86	13	B
18	53	8	F	18	86	13	B
19	53	8	F	19	86	13	B
20	53	8	F	20	86	13	B
21	53	8	F	21	80	12	B
22	53	8	F	22	80	12	B
23	53	8	F	23	80	12	B
24	53	8	F	24	80	12	B
25	53	8	F	25	73	11	C
26	47	7	F	26	73	11	C
27	40	6	F	27	73	11	C
28	33	5	F	28	73	11	C
29	33	5	F	29	67	10	D
30	27	4	F	30	60	9	F
Mean Score	54	8	F	Mean Score	87	13	B

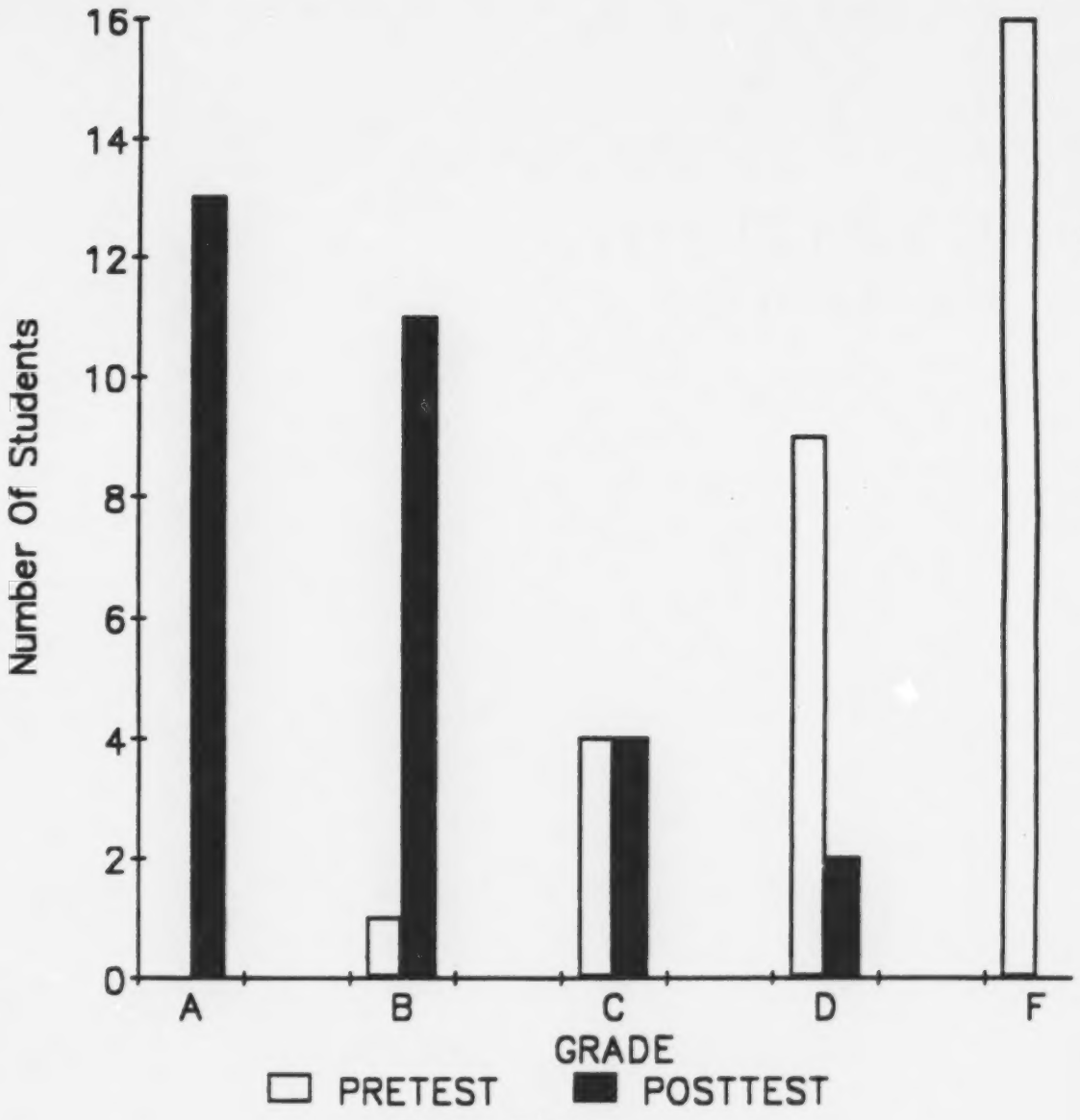

Figure Caption

Comparitive grade distribution of the vocabulary test.

Table 5

Comparitive Results of the Essay Scoring Checklist

Performance Scale and Points:
E(Excellent)-4
G(Good)-3
F(Fair)-2
P(Poor)-1

Statement	Week 1 Pretest E	G	F	P	Week 12 Posttest E	G	F	P
1. Presentation of ideas	1	2	14	13	8	17	5	2
2. Examples and supporting details	0	3	16	11	10	18	1	1
3. Organization of ideas and logic of statements and ideas	0	0	20	10	12	14	4	2
4. Student expression	1	6	9	14	8	16	3	3
5. Mechanics	4	16	6	4	9	17	3	1
6. Sentence structure	4	17	15	4	8	16	4	2
7. Demonstration of knowledge growth of other cultures	0	3	9	18	12	13	4	1
8. Demonstration of positive attitude change	0	6	4	20	14	10	4	2
Totals	10	53	93	94	81	121	28	14

the pretest on essay writing was given. The total number of points for "excellent" in the 8 areas was only 10, and the total number for "good" was 53. When the posttest was administered at the end of the last week (12th week) of implementation, the total number of points for "excellent" in the 8 areas of writing increased to 81, and the total number for "good" soared to 121. The results of the posttest proved that at least 20 of the 30 students remarkably surpassed the expected performance of "C" or better.

The writer wanted to measure his 30 students' responses to his third objective which was their ability to improve their communication skills and to analyze their methods of communication with other ethnic groups. Thus, he administered, in the first week of implementation, a communication development survey that was composed of ten positive attitudes concerning other ethnic groups. The standard of achievement for this objective was at least 20 of the pupils will give 80% positive answers to the statements. For the most part, less than 20 students responded positively. The survey was administered again in the last week of implementation of cultural awareness. For the most part, almost all of them responded positively.

The writer also wanted to measure his pupils on his fourth objective which involved them choosing to sit beside classmates of other ethnic groups. Throughout the 12 weeks

Table 6

Comparitive Results of the Survey on Communication Development

Statements Y(Yes) N(No) S(Sometimes)	Pretest Y	 N	 S	Posttest Y	 N	 S
1. I feel comfortable playing, studying, and talking with my classmates of other ethnic backgrounds.	12	10	8	20	5	5
2. During lunch in school, I like to eat with students of different ethnic groups.	7	18	5	17	8	5
3. No one makes me feel alienated because of my ethnic background.	10	10	10	15	5	10
4. I noticed that students of all ethnic groups are communicating more positively with students of different ethnic groups.	16	11	3	25	5	0
5. I have gained an understanding of my peers of other ethnic groups, and I am able to communicate better with them.	20	6	4	28	1	1
6. I have developed a positive outlook on the many ethnic groups that attend my school.	13	16	1	29	1	0
7. I have a desire to continue learning about the various ethnic groups because I am able to communicate better with them with no feelings of fear.	20	4	6	29	1	0
8. I enjoy working in collaborative learning groups composed of different ethnic groups.	13	14	3	28	1	1
9. Students are more aware of the need to be more concerned about obtaining positive communication among the various ethnic groups.	17	13	0	26	3	1
10. The discipline problems are reduced in my class because students are able to interact in a positive manner with the various ethnic groups in the classroom.	21	7	2	27	0	3

of implementing cultural awareness, he observed their seating behavior every 3 weeks, totaling 4 times. In the beginning of the three-week periods, the writer observed that his students would not sit by classmates of a different ethnicity. During the following observations, they began to behave in the opposite way. By the end of the last three-week period, more than the expected 20 were unhesitantly choosing to sit by peers of other ethnic groups.

Finally, the writer wanted to measure his pupils on the fifth objective concerning them selecting to work naturally with a multi-ethnic group. As before, he observed them 4 times throughout the 12-week implementation. In the first two 3-week periods, the students did not express the desire to work in multi-ethnic groups. By the last two periods, more than the expected 20 were selecting an ethnic mixture to work with.

Discussion

The writer has discovered that teachers can have an effect on the ethnic relations that pupils have with their peers. They can be taught the skills necessary for building positive relations and effective means of communication. In this practicum, once the students were given activities and projects that required communication, they were able to interact with other ethnic groups.

Because of the pupils' increased knowledge of different

Table 7

Comparitive Results of the Teacher Observation Checklist of Seating Behavior

Observational Questions	After: 3 Wks.	6 Wks.	9 Wks.	12 Wks.
1. When the chairs and desks are placed in groups for group work, are the students choosing to sit with classmates of different ethnic backgrounds?	No	No	Yes	Yes
2. When the students are given the opportunity to select their seats, are they choosing to sit beside a person of a different ethnic group?	No	Yes	Yes	Yes
3. When the students are asked to share with their classmates, are they sharing with students of other ethnic backgrounds?	No	Yes	Yes	Yes
4. Out of the class of 30 students, how many of them share with a classmate from a different ethnic group?	10	15	20	25
5. How many students, over each three-week period, never selected to sit with classmates of a different ethnic background?	25	20	15	10
6. How many students, over each three-week period, selected an ethnic mixture of classmates for group work more than three times a week?	5	10	15	20
7. When the students are selected as group leaders and asked to choose their group members, do they select an ethnic mixture of classmates?	No	No	Yes	Yes
8. How many students are demonstrating reluctant feelings about working in a diverse ethnic setting?	20	20	15	5
9. When the teacher selects one group composed of black students, one group composed of white students, and two groups of ethnic diversity, how many students demonstrate a desire to join the ethnic-mixed groups for collaborative learning?	5	15	20	25
10. In opinion, how many students demonstrate feelings of alienation because of their ethnicity?	15	15	10	5

Table 8

Comparitive Results of the Teacher Observation Checklist of Working With Various Ethnic Groups

Observational Questions	After: 3 Wks.	6 Wks.	9 Wks.	12 Wks.
1. When the students are asked to get in collaborative learning groups, are they selecting an ethnic mixture?	No	No	Yes	Yes
2. Are the students working free-spiritly with classmates of other ethnic backgrounds?	No	No	Yes	Yes
3. Are the students generating an interest in learning about other ethnic groups?	No	Yes	Yes	Yes
4. Are the students demonstrating feelings of alienation because of fear of communicating with other ethnic groups?	Yes	Yes	No	No
5. Are the students working with classmates of other ethnic backgrounds in a cooperative manner on learning tasks?	No	No	Yes	Yes

ethnic groups and their characteristics, they are able to appreciate and understand their peers' ethnic heritages. Educators can no longer stand by and allow students to grow up without giving multicultural instructions to assist them in developing positive means of communication and ways to improve their ethnic relations.

Since the students were frequently placed in multi-ethnic collaborative learning groups, their communication skills increased; they enjoyed learning about each other's heritages, learning to share their ethnic characteristics, and listening to <u>others</u> share characteristics. The pupils also gained interest and respect for other ethnic groups. The enhancement of their communication skills was a major contributing factor to positive and more effective ethnic relations.

However, the writer did not limit the positive change to the enhancement of communication skills; it was a combination of several gains acquired as his students participated in the lessons and activities during the practicum implementation. They gained positive experiences in relating and working with their peers, learned a vocabulary necessary for studying other ethnic groups, and acquired knowledge about the various cultures.

The writer played several roles during the implementation of this practicum. He was a facilitator, a teacher, an observer, an advocate of critical thinking

situations, and a participant in the collaborative learning groups. The project required a great deal of time, effort, and commitment. As a result, a classroom climate of positive multicultural experiences developed. The goals and objectives of the writer's practicum were definitely met, for the ethnic relations among these middle school pupils have been enhanced significantly.

Recommendations

The writer has the following recommendations:

1. A multicultural curriculum should be included in the social studies program at the writer's middle school.
2. The writer's school district should provide more visual media on the various ethnic heritages of the community.
3. A program that invites parents and business leaders of various ethnic backgrounds to speak on a special ethnic-sharing day should be developed.
4. Community agencies that deal with ethnicity should provide more literature for middle school children.
5. A survey that measures positive and negative communication in middle school students of multi-ethnic environments should be developed.
6. The Social Studies Department of middle schools should aid students in building vocabulary necessary for learning about other cultures.

Dissemination

The writer will share this Practicum I Report with the Social Studies Department at his school and with a neighboring middle school. The principal of the neighboring middle school has requested that this practicum be implemented by his Social Studies Department.

The writer will share this practicum with the Region 1 social studies coordinator and propose that it serves as a starter program for enhancing ethnic relations in other middle schools. He will also share it with his colleagues at his school. They may be interested in making his plans a part of their supplementary activities and lessons for their students.

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APPENDIX A

ETHNIC RELATIONS AMONG STUDENTS

Ethnic Relations Among Students

Directions: Write yes or no on the line provided.

_____ 1. When placed in collaborative learning groups, I would rather be with members of my ethnic group.
Yes No

_____ 2. I feel that this school would be a much better school if it had more students of my ethnic group.
Yes No

_____ 3. The better classes are those where 90% of the students are members of my own ethnic group.
Yes No

_____ 4. I would enjoy learning about my ethnic group, and my classmates should enjoy it too.
Yes No

_____ 5. Most of the troublemakers are members of other ethnic groups.
Yes No

_____ 6. I feel that the immigrants coming to America should not be allowed in because most of the time, they are lazy and unmotivated.
Yes No

_____ 7. People from my ethnic group are very kind and helpful to other ethnic groups most of the time.
Yes No

_____ 8. I like to work with students from other ethnic groups.
Yes No

_____ 9. When I select a seat, I like to sit beside students of other ethnic groups.
Yes No

_____10. I am afraid to be friends with students of other ethnic groups because they are more violent than students of my own ethnic group.
Yes No

_____11. I know very little about the cultures of students who are not members of my ethnic group.
Yes No

_____12. I know nothing at all about cultures of students who are not members of my ethnic group.
Yes No

_____13. I have difficulty relating to students from other ethnic groups.
Yes No

_____14. I learn best from teachers of my own ethnic group because they are better teachers.
Yes No

_____15. I would like to know more about the various ethnic groups in my school.
Yes No

_____16. The ethnic relations at this school are very poor.
Yes No

_____17. Most of the time, I feel alienated because of my ethnic background.
Yes No

_____18. This school does not teach students how to improve ethnic relations.
Yes No

_____19. My teachers favor ethnic groups other than mine.
Yes No

_____20. My school should have a course that would teach students about other ethnic groups and their cultures so there can be understanding of each other.
Yes No

_____21. Some ethnic groups carry an odor and are inferior to my ethnic group.
Yes No

_____22. Most Hispanics are violent and have taken the good jobs from the real Americans.
Yes No

_____23. Most white students are prejudiced against black students at my school.
Yes No

_____24. Most black students are prejudiced against white students at my school.
Yes No

_____25. I feel that other ethnic groups think that they are better than my ethnic group.
Yes No

_____26. Most blacks are poor and unmotivated.
Yes No

_____27. Some ethnic groups act very foolish and disruptive; my ethnic group does not.
Yes No

APPENDIX B

VOCABULARY TEST

Vocabulary Test

Directions: Write the correct letter on the line provided.

1. ____is a physical arrangement whereby persons of different ethnic backgrounds work, learn, and live in the same setting.
   A. Segregation
   B. Desegregation
   C. Sexism
   D. Elitism

2. ____is the belief that one's own ethnic group is superior to others.
   A. Integration
   B. Ethnocentrism
   C. Confusion
   D. Racism

3. ____is a broader concept than desegregation, involving the social acceptance of people from various ethnic groups being regarded as all being equal.
   A. Integration
   B. Racism
   C. Sexism
   D. Elitism

4. ____is a term concerning people with a common heritage.
   A. Ethnology
   B. Ethnic Group
   C. Defacto Segregation
   D. Integration

5. ____is the separation of a group of individuals based on identifiable characteristics of that group.
   A. Desegregation
   B. Racism
   C. Segregation
   D. Integration

6. ____is a division of mankind possessing traits that are transmissible by descent and sufficient to characterize as a distinct human type.
   A. Dejure Segregation
   B. Defacto Segregation
   C. Racial Group
   D. Ethnicity

7. ____is the awareness of the uniqueness of one's ethnic identity by the individual members of the group.
   A. Sexism
   B. Ethnocentrism
   C. Racism
   D. Ethnicity

8. ____is the science that deals with the division of mankind into races and their origin, distribution, relations, and characteristics.
   A. Ethnology
   B. Racism
   C. Ethnocentrism
   D. Stereotype

9. ____is a standardized mental picture that is held in common by many members of one ethnic group about another and that represents an oversimplified opinion,

affective attitude, or uncritical judgement.
A. Stereotype
B. Racism
C. Sexism
D. Elitism

10. ____is a separation of races, enforced by law.
A. Racism
B. Sexism
C. Integration
D. Dejure Segregation

11. ____is a separation of races, not a result of law.
A. Integration
B. Racism
C. Defacto Segregation
D. Segregation

12. ____is the belief that one's race produces the superiority or inferiority of an ethnic group.
A. Sexism
B. Segregation
C. Racism
D. Elitism

13. ____is the belief that one's own sex determines superiority or inferiority.
A. Sexism
B. Elitism
C. Racism
D. Ethnicity

14. ____is the idea that one's own ethnic group is better than the others.
A. Elitism
B. Sexism
C. Racism
D. Integration

15. ____is the process by which a human being acquires the culture of his or her society.
A. Curriculum Bias
B. Acculturation
C. Separation
D. Desegregation

Key for the Vocabulary Test

1. B
2. B
3. A
4. B
5. C
6. C
7. D
8. A
9. A
10. D
11. C
12. C
13. A
14. A
15. B

APPENDIX C

ESSAY SCORING CHECKLIST

Essay Scoring Checklist

Directions: Check the line by the score that best describes, in your opinion, the content of the essay.

	Excellent	Good	Fair	Poor
1. Presentation of ideas	___4	___3	___2	___1
2. Examples and supporting details	___4	___3	___2	___1
3. a. Organization of ideas	___4	___3	___2	___1
b. Logic of statements and ideas	___4	___3	___2	___1
4. Student expression	___4	___3	___2	___1
5. Mechanics				
a. Grammar	___4	___3	___2	___1
b. Punctuation	___4	___3	___2	___1
c. Use of language	___4	___3	___2	___1
6. Sentence structure	___4	___3	___2	___1
7. Demonstration of knowledge growth of other cultures	___4	___3	___2	___1
8. Demonstration of positive attitude change	___4	___3	___2	___1

APPENDIX D

SURVEY OF COMMUNICATION DEVELOPMENT

Survey of Communication Development

Directions: Check the line by the response that best applies to you.

1. I feel comfortable playing, studying, and talking with my classmates of other ethnic backgrounds.
   ___Yes ___No ___Sometimes

2. During lunch in school, I like to eat with students of different ethnic groups.
   ___Yes ___No ___Sometimes

3. No one makes me feel alienated because of my ethnic background.
   ___Yes ___No ___Sometimes

4. I noticed that students of all ethnic groups are communicating more positively with students of different ethnic groups.
   ___Yes ___No ___Sometimes

5. I have gained an understanding of my peers of other ethnic groups, and I am able to communicate better with them.
   ___Yes ___No ___Sometimes

6. I have developed a positive outlook on the many ethnic groups that attend my school.
   ___Yes ___No ___Sometimes

7. I have a desire to continue learning about the various ethnic groups because I am able to communicate better with them with no feelings of fear.
   ___Yes ___No ___Sometimes

8. I enjoy working in collaborative learning groups composed of different ethnic groups.
   ___Yes ___No ___Sometimes

9. Students are more aware of the need to be more concerned about obtaining positive communication among the various ethnic groups.
   ___Yes ___No ___Sometimes

10. The discipline problems are reduced in my class because students are able to interact in a positive manner with the various ethnic groups in the classroom.
    ___Yes ___No ___Sometimes

APPENDIX E

TEACHER OBSERVATION CHECKLIST OF SEATING BEHAVIOR (THREE-WEEK PERIODS)

Teacher Observation Checklist of Seating Behavior (Three-Week Periods)

1. When the chairs and desks are placed in groups for group work, are the students choosing to sit with classmates of different ethnic backgrounds?
   ___Yes ___No

2. When the students are given the opportunity to select their seats, are they choosing to sit beside a person of a different ethnic group?
   ___Yes ___No

3. When the students are asked to share with their classmates, are they sharing with students of other ethnic backgrounds?
   ___Yes ___No

4. Out of the class of 30 students, how many of them share with a classmate from a different ethnic group?
   ___5 ___10 ___15 ___20 ___25 ___30

5. How many students, over each three-week period, never selected to sit with classmates of a different ethnic background?
   ___5 ___10 ___15 ___20 ___25 ___30

6. How many students, over each three-week period, selected an ethnic mixture of classmates for group work more than three times a week?
   ___5 ___10 ___15 ___20 ___25 ___30

7. When the students are selected as group leaders and asked to choose their group members, do they select an ethnic mixture of classmates?
   ___Yes ___No

8. How many students are demonstrating reluctant feelings about working in a diverse ethnic setting?
   ___5 ___10 ___15 ___20 ___25 ___30

9. When the teacher selects one group composed of black students, one group composed of white students, and two groups of ethnic diversity, how many students demonstrate a desire to join the ethnic-mixed groups for collaborative learning?
   ___5 ___10 ___15 ___20 ___25 ___30

10. In opinion, how many students demonstrate feelings of alienation because of their ethnicity?
    ___5 ___10 ___15 ___20 ___25 ___30

APPENDIX F

TEACHER OBSERVATION CHECKLIST OF WORKING WITH VARIOUS ETHNIC GROUPS (THREE-WEEK PERIODS)

Teacher Observation Checklist of Working With Various Ethnic Groups (Three-Week Periods)

1. When the students are asked to get in collaborative learning groups, are they selecting an ethnic mixture?
   ___Yes ___No

2. Are the students working free-spiritly with classmates of other ethnic backgrounds?
   ___Yes ___No

3. Are the students generating an interest in learning about other ethnic groups?
   ___Yes ___No

4. Are the students demonstrating feelings of alienation because of fear of communicating with other ethnic groups?
   ___Yes ___No

5. Are the students working with classmates of other ethnic backgrounds in a cooperative manner on learning tasks?
   ___Yes ___No